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The Students' Obstacles in Speaking for Professional Context during Online Learning

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Abstrak

Proses belajar mengajar, khususnya di Perguruan Tinggi, dilakukan secara tatap muka, tetapi telah beralih ke pembelajaran online sepenuhnya selama COVID-19. Dalam situasi ini, dosen dan mahasiswa dipaksa untuk terlibat dalam kegiatan belajar dan mengajar online, yang berdampak signifikan pada pengalaman belajar mahasiswa. Tujuan dari penelitian ini adalah untuk menyelidiki kesulitan siswa dalam mata kuliah *Speaking for Professional Context* selama COVID-19 saat belajar online. Metode kuantitatif digunakan untuk melakukan penelitian ini. Kuesioner online dibagikan kepada 30 mahasiswa Jurusan Pendidikan Bahasa Inggris semester tiga yang mengambil mata kuliah *Speaking for Professional Context* di Universitas Islam Riau, Pekanbaru, Indonesia. Studi ini mengungkap sejumlah masalah yang dihadapi siswa saat mengambil mata kuliah *Speaking for Professional Context*. Selama pembelajaran online dalam perkuliahan, lima tantangan muncul. Masalah pertama adalah penggunaan video youtube sebagai sumber materi pendidikan, masalah kedua adalah siswa kesulitan mengelaborasi materi dosen selama kelas online. Isu ketiga menyangkut prosedur mahasiswa saat mengerjakan proyek atau tugas yang diberikan oleh dosen. Isu keempat adalah mengatasi keterbatasan akses siswa ke ZOOM Meetings. Masalah kelima adalah kurangnya peralatan belajar siswa dan layanan dukungan siswa selama mengikuti pembelajaran online selama pandemi COVID-19.

Kata Kunci: tantangan, *speaking for professional context*, pembelajaran daring

Abstract

The teaching and learning process, particularly in Universities, was conducted face-to-face but has transitioned to fully online learning back in the COVID-19 pandemic. Lecturers and students were forced to engage in online learning and teaching activities, which has a significant impact on the student's learning experience. This study is aimed to investigate students' difficulties in speaking in a professional context class during the COVID-19 situation. The quantitative method was used and an online questionnaire was distributed to 30 students in the third-semester English Language Education of a private university in Riau. The findings revealed some issues that students encountered while taking the class. The first is the usage of YouTube videos as a source of educational materials. Next, the students have difficulty elaborating on the lecturer's material during online classes. After that, the issue concerns the student procedures when working on projects or assignments assigned by the lecturer. The fourth is overcoming students' access limitations to ZOOM Meetings. The last is the lack of learning equipment and student support services while participating in online learning.

Keywords: obstacles, *speaking for professional context*, online learning.

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INTRODUCTION

In early 2020, the Coronavirus disease (COVID-19) pandemic affected many countries around the world, including Indonesia (Hardini et al., 2021). The COVID-19 pandemic has resulted in the loss of millions of jobs. Similarly, in Indonesia, the majority of people lose their jobs¹⁰ with some receiving salary reductions to help maintain the institution or organization where they work. The COVID-19 pandemic in Indonesia has also altered multiple performances in various sectors, one of which is education (Nurwidodo, 2020a). Governments around the world were forced to close schools and universities and transition to the online system (Al-Karaki et al., 2021). These changes resulted in a different experience for everyone involved, particularly students (Watrianthos et al., 2022). This makes it more difficult for students and lecturers to carry out teaching and learning activities because many changes and adjustments occurred in the Indonesian education system that year.

Several researchers, including education experts, have conducted research on online learning about COVID-19 (Ali, 2020). They investigate online and distance learning in colleges, looking into how EFL lecturers apply EFL online learning, the challenges they face, and students' perspectives on online learning in a pandemic situation. Many teaching methods are ineffective as a result of the ongoing changes in the educational system. One of the difficulties with e-learning is that certain students may not own computers or smartphones, making it nearly impossible for them to benefit from the programs.

The learning process through online lectures is the impact of COVID-19 in the world of education. In the era of the Fourth Industrial Revolution, many universities are implementing online learning to integrate big data or the internet via tablets, smartphones, and laptops (Nurwidodo, 2020b). It is critical to understand the internet and technology as a support system when implementing an e-learning system (Diva et al., 2022). Lecturers, particularly in this 4.0 era, must master the internet and technology to teach. Lecturers must adapt to the most recent information in the teaching and learning system (Etfita & Wahyuni, 2020). Because the COVID-19 outbreak forces learning from the system from home, an e-learning system is implemented to accommodate the teaching and learning process from home. Several information and technology products can be used to support online classes when conducting e-learning.

WhatsApp is the first supporting application that helps students and lecturers communicate in online learning. WhatsApp is effective in increasing student learning success and developing positive student attitudes toward the use of WhatsApp in the lecture (Cetinkaya, 2017). Google Classroom, ZOOM, Google Meet, Facebook, YouTube, and other applications that support online learning systems to help students and lecturers communicate and conduct online classes are available (Mishra et al., 2020). There are various popular social media applications, including Facebook, Instagram, YouTube, and Whatsapp, as well as others. Because implementing a YouTube channel in education is effective and helpful for instructors who are interested in technology for education purposes, YouTube has been one of the social media that could be integrated into teaching speaking (Muhammad Ilyas, 2020). Lecturers and students can agree on the best application to use when conducting distance learning. This must be adjusted based on lecturers' access to technology and student conditions.

Meanwhile, online learning allows lecturers and students to physically interact with one another. Learning activities such as zoom meetings and other learning media that can be accessed in the form of images, photos, or text documents that are exchanged electronically via the internet are examples. Communication in online classes is very different from communication in face-to-face classes¹³. According to (Ariani & Tawali, 2021), an implementation consultant, online learning is a great alternative. Online learning is a type of distance education that combines electronic technology and internet-based technology, or ICT, in the learning process (Efriana, 2021).

According to Anderson et al., (2011), problems and difficulties in online learning occur in the Indonesian education system, one of which is the way instructors teach and how the curriculum must be provided in an effective online education environment. The use of an online system for teaching creates some difficulties and problems. These issues include a lack of interaction between lecturers and students during online classes, as well as the interruption of online meetings due to network issues that occasionally occur to lecturers and students while taking online classes. In online learning, lecturers have also been unable to provide optimal supervision to students when administering exams. Students in distance learning or online speaking courses face challenges in imitating how their lecturers speak, and lecturers cannot train their students to speak optimally.

Based on the previous explanation, it can be inferred that there are numerous online learning platforms or media that lecturers can use during the COVID-19 pandemic. Both government-prepared facilities and media prepared independently by lecturers through third-party providers are available. In this case, teachers most commonly use the Zoom Meeting application to conduct face-to-face learning processes (Kristóf, 2020). The Zoom application is very useful for assisting students in their speaking lessons. Because of the use of the Zoom Meeting application and the benefits of the Zoom Meeting application from several features during a pandemic in online learning (Gunawan et al., 2021). The use of Zoom in this study is relevant to research by (Erna et al., 2022) which explains that the effectiveness of using the Zoom application during COVID-19 is for the continuity of learning carried out by students and teachers. Meanwhile, the significance of conducting this research is to identify the best problem-solving and method for speaking during online learning, as well as to provide advice on how to create an environment that promotes online speaking learning.

Furthermore, during the Pandemic, many challenges arose in the teaching and learning process, particularly at the university level in speaking subjects (A. Ahmad et al., 2022). In general, students' problems with learning to speak include nervousness and a lack of ideas when speaking. On the other hand, barriers identified included a lack of face-to-face interaction, homework, technical difficulties during synchronous lessons, and a lack of motivation. Universities must be prepared to face problems in distance education and must play a supportive role in learning (Bilgiç, 2021). The English Language Education of Universitas Islam Riau offers Speaking courses in a professional context to help students speak English fluently in a professional setting. Students in the third semester enroll in this course. This course covers seminars, conferences, debates, and speech contexts.

This study was made to identify the problems of the Speaking for Professional Context class experienced by students during COVID-19 online classes. The benefit of this research is as an effort and solution to overcoming student obstacles in online learning during the pandemic. This research is relevant to the previous studies which raised students' problems in undergoing the online learning process during the pandemic. This study is also relevant to several previous studies that discuss how students have difficulty in online learning. citing (Allo, 2020) whose purpose of research is to find out students' perceptions of the Online Learning System during the COVID-19 pandemic, and in that research, it can be concluded that online learning is very helpful for students in the COVID-19 period but some difficulties arise. Faced by students, such as changing the learning system that is usually done face-to-face in the classroom to an online class that is conducted using the media. Another study found at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" and Bharat Vidyalyaya, Buldana, Maharashtra, India (Chugai & Pawar, 2021) in their article concluded that the readiness of Ukrainian and Indian students in online learning and some problems related to must be faced by students in adjusting the online learning system.

RESEARCH METHOD

This research used a quantitative descriptive method to gather the data. Quantitative research is a method of study that employs natural science approaches to generate numerical data and hard facts. Its goal is

to apply mathematical, computational, and statistical approaches to demonstrate a cause-and-effect link between two variables. This research is often known as empirical research because it can be exact and accurate. Furthermore, the data were collected from 30 students in the third semester of English Language Education who are taking Speaking for professional context classes at the Universitas Islam Riau. The questionnaire has 15 questions. The likert scales used in the questionnaire are strongly agreed, agree, disagree, and strongly disagree.

Researchers expected that when individuals are asked to reflect on their learning challenges during the epidemic, participants should respond more honestly. The researchers gathered authentic information from students who encountered difficulties during the online learning process using an online questionnaire. The researcher has a list of questions about the challenges students face during the semester of Speaking in Professional Context. The information was gathered using an online questionnaire. Then, the data collected by researchers was classified or measured in several units of measurement. The graphs and data tables that result make it easier for academics to assess the results (S. Ahmad et al., 2019). Quantitative methods can be used as a reference for setting values which can later be converted into indicators and graphs. This means that the overall quality of the data is better.

RESULT AND DISCUSSION

Result

A learning system that uses an internet-based interactive model is known as online learning (Efriana, 2021). Online learning is a program for classroom management. For educational institutions, online learning has become a must-do option. During the COVID-19 pandemic, lecturers can continue to teach and students can continue to study at home. Online learning, on the other hand, is heavily reliant on the availability of information and communication technology. Several applications are used to support online classroom learning in online learning held. WhatsApp is a communication application between lecturers and students that is effective in increasing learning success (Fitria et al., 2021), and ZOOM Meetings, a supporting application that is used as a video conference to provide a clearer understanding of the material given during online classes and allow students to check and follow up on the teacher's instructions, are used. And applications, such as YouTube, to which students must add learning materials (Rahmatika et al., 2021). YouTube is a free application that can be accessed without a subscription; however, by using internet quotas, YouTube can be very beneficial to students in understanding the learning material (Abdulrahman Almurashi, 2016).

Table 1
The Students' obstacles While Having Online Learning during COVID-19 Pandemic Situations

QUESTION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
I feel difficult to access material on YouTube	3,1 %	9,4%	25%	50%	12,5%
Learning the material from YouTube is easy to understand	18,8%	43,8%	37,5%	0%	0%
I can easily find varieties learning material on YouTube	9,4%	71,9	18,8	0%	0%
I feel confused with the material given by the lecturer in asynchronous learning	3,1%	25%	50%	18,8%	3,1%
The material submitted online is under the lecture contract	0%	40,6%	59,4%	0%	0%
The speaking course material taught online is well-available so that I understand it easily	0%	37,5%	59,4%	3,1%	0%

The tasks given are in line with the material	6,5%	58,1%	32,3%	3,2%	0%
The tasks given are according to my ability and are not burdensome	3,1%	34,4%	59,4%	3,1%	0%
Having difficulties in finding a partner for a project or group assignment during online learning	9,4%	31,3%	25%	34,4%	0%
I can't understand well when the lecture explains online classes through zoom meeting	0%	15,6%	65,5%	18,8%	0%
I didn't understand my explanation while speaking during online class through zoom meeting	3,1%	3,1%	53,1%	37,5%	3,1%
I often use the word "aaa" or "uummm" when speaking in English through zoom meetings during online class	12,5%	56,3%	31,3%	0%	0%
The subject matter can be easily accessed so that there are no significant difficulties to be able to access the material	6,3%	37,5%	56,3%	0%	0%
Lecturers always guide me and my friends to use the new application for online learning	12,5%	37,5%	46,9%	3,1%	0%
I feel annoyed and mad when I lost internet connection in the middle of online learning	43,8%	31,3%	18,8%	0%	6,3%

Discussion

Focusing on the difficulties of students during online learning, the data in Table 1 shows the problems that were revealed. The first problem is related to YouTube videos as a source of learning material. The results showed that 18.8% and 71.9% strongly agreed and agreed, meaning that 90.7% of students did not experience problems during lectures using YouTube videos as a source of learning material because it provided clear instructions and interesting information for students (Fleck et al., 2014)

The second problem is the difficulty of students in elaborating the material given by the lecturer during online lectures. The results showed that 3.1% and 25% strongly agreed and agreed, meaning that 28.1% of students experienced difficulties in elaborating on the material chosen by the lecturer because it was too difficult for students to understand and as many as 50% of students chose the neutral option in responding and answering questions.

The third problem is related to student procedures in working on projects or assignments given by the lecturer (Yuzulia, 2021). It was found that 31.3% of students agreed that they had difficulty finding partners for projects or group assignments during online learning to carry out the procedures given by the lecturer in working on their projects or assignments. And it was found that 3.2% of students stated that the assignments given were not in line with the material. The results of this statement indicate that when students conduct face-to-face learning in class, they are interested in discussing with peers or groups and collaborating with lecturers about the tasks that the lecturer will give to students. It turned out that when in a pandemic situation, most of them only did the best they could understand, even though sometimes the task was outside the material. As a result, assignments that must be submitted within one week are often pushed back to two weeks. As a result, the lecturer was late in taking notes and giving grades for student work.

The fourth problem is overcoming the limitations of students in accessing ZOOM Meetings (Souheyla, 2021). The results of the study revealed that as many as 15.5% of students experienced difficulties and lacked understanding during lectures providing explanations during online classes through zoom meetings and the rest chose the neutral option when filling out this question. Research reveals most of this happens due to poor internet connection. When a day of heavy rain accompanied by lightning is in its place, the students chose not

to take online classes together and lost the opportunity to take part in online discussions, and were unable to respond to the material given.

The student learning equipment and supporting facilities are also the cause of five problems that arise when students undergo online learning during the COVID-19 pandemic. A total of 43.8% and 31.3% strongly agree and agree that students feel annoyed and angry when they lose their internet connection in the middle of online learning. Students who are experiencing problems obtaining learning tools and supporting facilities such as computers, androids, and internet access. According to the findings, not all parents were capable of giving their children either WIFI or internet access. As a result, students are less motivated to learn to speak online. Certain English Department programs require students to provide a maximum internet allocation. Students will need to use their internet allotment to access not only the Speaking for Professional Contexts online class, but also other subjects such as Listening, Writing, Reading, and Communicative English Grammar. Students are having problems sharing their internet quota. As an outcome, they run out of their internet limitation and are unable to fully develop their English-speaking abilities in online learning.

The finding of this research is in line with the study conducted by Nguyen et al., (2021). Even after the use of cutting-edge facilities and well-trained teaching staff, online learners had a variety of issues in English-speaking classes and expressed dissatisfaction with the system overall. The purpose of their research was to examine the difficulties that students face when using online learning platforms to learn speaking skills and then propose additional solutions for the issues that have already been identified. The barriers to learning were examined using an interview and a questionnaire survey. The use of technological tools, an internet connection (Pale, 2021), unique speaking abilities, and sociolinguistic proficiency were all within reach. Therefore, conducting more PBL and hosting video conferences to enhance students' English-speaking abilities was not disregarded as a potential solution.

Another research mention that the government must find ways to address the difficulties that college students face when implementing online teaching and learning. Adopting or adapting online teaching and learning in the nation will be a monumental failure if those online challenges in teaching and learning are not addressed. Therefore, it is the responsibility of educational stakeholders to instead give students access to technology at home. Therefore, rather than supplying technology to face-to-face schools, educational stakeholders must enable learners technologically at home. Without access to modern technology at home, students will struggle to study effectively from home. In this study, the data compiled from the responses revealed their main difficulties with online learning. These issues include poor internet connectivity, internet inaccessibility, learners' and instructors' lack of technological proficiency, power outages, and lack of electricity in some Ghanaian villages (Tabiri et al., 2022).

CONCLUSION

During the COVID-19 pandemic, it is obvious from this statement that e-learning is an alternative in the learning process, particularly for EFL students. Although the online learning system that took place when COVID-19 occurred, turned out to cause several obstacles for lecturers and students. Therefore, this study was conducted on EFL students who had difficulty learning online during the COVID-19 pandemic (Andriani et al., 2021). The researchers anticipate that the findings of this study may be used as knowledge and resources among instructors, learners, universities, relatives, and the government in developing regulations for implementing online learning, and researchers hope that online learning that takes place during the COVID-19 pandemic that has hit countries in the world including Indonesia, will not become an obstacle for lecturers and students in carrying out the teaching and learning process that takes place in line with educational goals and lecturer creativity is needed to encourage the improvement of the quality of learning and college students (Rais et al., 2022). And students are more active and innovative in using the sophistication of electronics and media used during online learning.

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